

59-1942

Orlando, Fla., Morning Sentinel
March 5, 1942

COLORED OR NEGRO

Editor, Orlando Morning Sentinel:

Regarding Mr. Westbrook Pegler's article — "Good Will By Whites Has Brought Great Good to Nation's Negroes," I should like to say that it is true that the negro has made some progress because of the good will of his white neighbor, and it is equally true that much more progress would have been made if some of his white neighbors did not take it upon themselves to speak for him without having all the facts in hand.

Mr. Pegler should inquire of the negroes in his city as to whether they would rather be called "colored" or "negro." "Colored" refers to any race of dark skin, but the word "negro" can refer to only one race. Such a poll would have shown that a vast majority of negroes hate the word "colored," and prefer "negro" to any term designating his race.

I hardly think that such outstanding singers as Elizabeth Taylor Greenfield, Madame Marie Selika, Flora Boston and Harry T. Burleigh could be called "shouters in dumps." The careers of all of these began, and some ended, before the beginning of the 20th Century, and Mr. Burleigh still sings in St. George's Episcopal Church and Emanuel Temple. Other than that he is a composer of note.

Our government cannot work out imperfections where the negro is concerned. These must be worked out in the churches, communities, schools and individual hearts. They will not be worked out as long as uninformed persons set themselves up as authorities on the subject; but they will be worked out by small groups found in each white church and in such schools as Rollins College, Winter Park, Florida, Milsaps College, Jackson, Mississippi, the Florida Intercollegiate Interracial Conference, the Interracial Committees of the different cities and States. When these imperfections have been worked out in individual hearts, the government will have no problem of this kind to solve. These groups are working them out as it should be done—giving the problems unbiased, scientific study.

The one thing which has done most toward retarding the day when there will be complete understanding between the two races is the talk of "equality of races." What is "equality of races?" I am sure I don't know what it is, therefore, I am not concerned with

whether I am equal to some other race or not. All I want, all the negro wants is an opportunity educationally to develop himself to his fullest [individual] extent, an opportunity to earn an honest living, peace, home and friends, to be recognized only because of his individual abilities and an opportunity to contribute his share to the progress of the land he loves—his home.

A NEGRO READER.

Maitland, Fla.

Journal and Guide
Norfolk, Virginia

Governor Signs Bill For Race Memorial

RICHMOND, Va.—Governor Colgate W. Darden of Virginia this week signed the bill creating a commission for the erection of a suitable memorial of the landing of the first permanent Negroes in Virginia.

Thus Virginia, the state which gave birth to slavery in America, becomes the first of the slave holding states to move to establish a permanent memorial in recognition of the part the former slaves have played in the building of the nation.

INTERRACIAL COMMISSION

The bill signed by the governor was known as House bill 262 and was introduced in the Virginia House of Delegates by Paul W. Crockett of Yorktown, and was supported by his colleagues, Delegates Cooke and E. Campbell.

The Crockett-Cooke-Campbell measure, as signed by the governor, calls for an interracial commission of eight representative citizens, four from each race, to be appointed by the governor. The commission will elect its own chairman and secretary and to serve without compensation.

PROVISION FOR FINANCE

Provision is made for \$1,000 to finance the project and the commission is authorized to accept other funds which may be given or granted to it to erect such a memorial, the donations to be handled by the state treasury.

The commission, however, would not be empowered to acquire or hold title to land.

Within six months after the act becomes effective, and after careful study and investigation, the commission would be required to present the governor with plans for the erection of a permanent and suitable memorial, and on the governor's approval, to proceed with all reasonable dispatch to cause such a memorial to be erected.

MEMORABLE YEAR

It was the year 1619 which saw the beginning of the American system of slavery, when a cargo of African Negroes was landed at Jamestown, Va.

It was the same year that saw the landing of women on American soil for the first time, the organization of the first representative assembly in North America (the Virginia House of Burgesses), the exportation of the first (20,000 pounds) of tobacco, the parcelling out of land to settlers individually (instead of its disposition as community property), and the landing of the first "indentured" (white) servants as laborers.

Chicago Tribune
Chicago, Illinois
NEGRO CHAMBER
OF COMMERCE TO
INSTALL LEADERS

S. B. Fuller will be installed as president of the Chicago Negro Chamber of Commerce Thursday night at the organization's sixth annual banquet in the Parkway ball

room at 45th street and South Park way.

The principal speaker will be Dr. J. E. Walker of Memphis, Tenn., president of the Universal Life Insurance company. Among the honor guests will be Aaron Holsey of Tuskegee, Ala., executive secretary of the Negro Business League. Plans will be completed for the league's 42d annual convention, which will open at Du Sable high school Aug. 26, with the chamber of commerce as host.

The Criterion Concert orchestra, founded and directed by Owen M. Lawson, will furnish the music for the banquet. J. Wesley Jones will lead community singing.

Urges That Negroes Be Called 'Browns'

BESSEMER, Ala.—In a circular statement Thomas Watson of 208 N. 9th St., is asking the President, Congress, ministers, teachers and professional groups to change "our (Negro nationality identification from 'N—r' or Negro to American Browns."

He asked that it be made "a violation of the law for any person regardless of race, creed or color, who fails to abide by the same in reference to such change."

Daily World
Atlanta, Ga.

NEGRO DOLLS
Hopkins Book Concern 141 Auburn Ave., has complete line of Negro Dolls. Buy now on the lay-away plan.

Chicago Tribune
Chicago, Illinois

19,000 NEGROES HELPED ON WAY BY BIG BROTHERS

DEC 20 1942

Organization Cites Big Cut
in Court Cases.

More than 19,000 Negro boys—in trouble with "the law" or victims of

broken homes—have turned in the last 17 years to "big brothers" who have helped them find ways to be better citizens. Sponsor of the work is the Colored Big Brothers, 4564 Indiana avenue. Activities of this organization have brought about a 52 per cent decrease in court appearance of Negro boys in the five year period ending in 1941.

Pioneers in the field of preventing juvenile delinquency in the Negro communities, the big brothers were the first to establish vacant lot playgrounds. These playgrounds, 36 in all, serve 3,000 boys a year. Another important first of the organization was providing supervision for Negro boys in Boys court. They also were the first in their community to provide juvenile delinquency prevention education, and they also were the first to provide a supervised home for boys.

Owned 17 Barber Shops.

Direction of the work of the organization rests with Mr. and Mrs. Joseph D. Bryan, who founded the Colored Big Brothers. Born in Georgia the son of a Baptist minister, Mr. Bryan later went to Alabama where he owned a string of 17 hotel barber shops catering to white trade.

Later he came to the north as a manufacturer. He invented several scrubbing brushes for which he now holds patents. Until priorities made his work impractical he operated a manufacturing business in Milwaukee. Mrs. Bryan, also born in the south, is a graduate of the University of Minnesota school of social sciences.

Court work of the organization is done by Mr. Bryan who appears each morning in Boys court on behalf of Negro boys in distress. In many cases the judge turns them over to the big brothers for correction and supervision.

600 Volunteers.

In order to prevent juvenile delinquency the organization was set up a "delinquency prevention institute" at which representatives from the various colored neighborhoods discuss delinquency problems of their areas. Organization is based upon volunteer workers, of which there are more than 600. More than 53 colored communities are represented by 166 leaders. Effectiveness of this system is emphasized when Mrs. Bryan reports that there has not been a Negro boy in court from these 53 localities during the 14 months ending in September.

Mrs. Bryan explained that most of the boys helped by the institute come from broken homes. Headquarters of the organization, in addition to being a recreation center and meeting place, serves as living quarters for many who have encountered difficult times.

Not All Law Breakers.

Not all whom the big brothers help are at odds with the law. Many who are broke and out of work come to the center. Mrs. Bryan greets them and feeds them.

Chatham Fields Lutheran church the morning service of the church with a program given by the children. There will be special music. At 11:30 will be the "midnight At 7:45 o'clock all choirs of the church will be church, directed by George Eilers, will present "The Messiah." Two services will be held today at

Dr. E. Myers Harrison, pastor of Woodlawn Baptist church, will speak on "Shall We Keep Christmas?" at 7:30 o'clock Christmas eve at the

Chatham Fields Services. A children's service will be held at 7:30 o'clock Christmas eve at the

"They talk better," she explained. "The cause of the delinquency is discussed," Mrs. Bryan said. "I send them to the block," she explained. "they come back, they are given a place to stay until

59-1942

The Daily Worker
New York, N. Y.

NEGRO ACHIEVEMENT DAY

Negro Achievement Day to Be Observed Here Tomorrow

Negro and white people of New York will honor noted Negroes at ceremonies at a Victory Dance in the Golden Gate Ballroom, 142nd St. and Lenox Ave., Saturday evening.

The ceremonies will follow a huge Victory parade through Harlem streets Saturday afternoon. Saturday is National Negro Achievement Day, the second consecutive annual celebration of its kind.

At the Golden Gate Ballroom meeting, which will close the day, a scroll of honor will be presented to Mrs. Connie Miller, of Waco, Texas, mother of Dorie Miller, the Negro naval aviator who defended his wounded commander with a machine gun at Pearl Harbor.

TO HONOR NEGROES

Similar honors will be paid nine other noted Negroes. They are:

Joe Louis;

Paul Robeson;

Dr. George Washington Carver, agricultural scientist;

Dr. W. E. B. DuBois;

Mrs. Mary McLeod Bethune;

Dr. George Cannon;

Ferdinand C. Smith, secretary-treasurer, the National Maritime Union;

C. C. Spaulding;

Dr. Adam Clayton Powell, Jr., New York Councilman.

Pearl Buck, novelist, and Dr. Channing H. Tobias and others will take part in the presentation.

Torpedoed Negro seamen are expected to take part in the Victory Parade, with representatives of labor, church, youth, patriotic, educational, professional and civic organizations.

The procession will start from 145th St. and Lenox Ave., go south on Lenox to 111th St. and west to Colonial Park, where children will be entertained at a big outdoor party, with pageants, games and

refreshments.

The celebration is sponsored by the Citizens Coordinating Committee, 2286 Seventh Ave. Herbert L. Cook is executive chairman; Audley Moore, co-chairman and Vivian Wenham, executive secretary.

Mrs. Connie Miller, Dorie Miller's mother, will take part in the CIO's "Win the War" radio program over Station WQXR at 9:30 P.M. today, as the guest of the Greater New York Industrial Union Council.

Marcantonio to Give Scroll to Mrs. Miller

Rep. Vito Marcantonio, outstanding win-the-war Congressman of lower Harlem in New York, will present a scroll for Dorie Miller to his mother, Mrs. Connery Miller, at the Golden Gate Ballroom on Lenox Ave. tomorrow night. It was through the efforts of Marcantonio that Dorie Miller's identity was learned as the Negro hero who fought off Japanese planes from the battleship Arizona at Pearl Harbor. Marcantonio will also march in the National Negro Day parade in Harlem tomorrow at noon.

59-1942
Chicago Bee
Chicago, Illinois

NEGRO HISTORY WEEK

JAN 11 1942

JAN 11 1942

CELEBRATION FEBRUARY 8-15

5-9
The other day an inquirer was surprised at a response received from the national office of the Association for the Study of Negro Life and History and grew almost indignant in his reply.

"Come to us on February 8 to serve as our Negro History Week Speaker," he asked.

"I am sorry," was the reply of the director of the association. "I shall be so busy celebrating Negro History Week that I shall hardly have time to make any speeches during those seven days."

JAN 11 1942
"How can you celebrate Negro History Week without making speeches?" came the retort. "In what way would you proceed if not by speechmaking?"

The director had to say that speechmaking should be the last resort in this effort, except so far as it may be introductory to an actual celebration of Negro History Week. In the first place, a mere address for an occasion of this sort is a one-man show, and the usual result is a one-man achievement. He makes considerable empty noise, the uninformed audience applauds, and the orator walks away with his fee and his traveling expenses. He knows nothing about the Negro, and the hearers in the end know less.

"What then is the proper procedure in the observance of Negro History Week?" many have recently asked of the national office.

JAN 11 1942
The way to have a successful Negro History Week is to have a successful "Negro History Year." When we begin the study of history at the opening of the school term, whether it is ancient, medieval, or modern, start at that time to study the past of the Negro. The Negro was a factor in ancient times, he made himself

felt by others during the Middle Age, and he has figured conspicuously in modern life. No period of history can be properly taught without treating this race. In the history which we have studied we have learned only about Caucasians and the excuses they offer for oppressing weaker peoples. The Negro, forced to play the role of the subordinate who has been the bearer of burden, has been purposely omitted from the picture. We study therefore, not the history of mankind, but its crimes and misfortunes.

JAN 11 1942
The Negroes' part in history should be portrayed. It is the most colorful history in the country. If there had been no Negroes to play their part in America there would have been no Stephen Foster, no Eli Whitney, no Joel Shandler Harris, no Harriet Beecher Stowe, no Abraham Lincoln, no Theodore Roosevelt. Dramatize these acts. Work them into spirited round tables, make them the basis for gripping broadcasts. Stage plays showing these great men and measure as they developed around and through the Negro in the two hemispheres.

Every real school has here a wonderful opportunity for effective work during Negro History Week. At hand is the English Department which should give such presentations proper literary form. There is the art department to add a colorful setting. The physical education department should stand ready to stimulate performances with spirit and skill. The music department should be on hand to bring all into a harmony that will strike deeply to the depths of the human heart.

JAN 11 1942
In such well planned coordinated efforts lie possibilities for a great celebration of Negro History Week. Every school with even an average group of teachers and pupils may thus cele-

NEGRO HISTORY WEEK

orate. Every community with a biasness of the claim made for few persons having an intelligent superiority of race and encourage interest in the Negro may with aged them to arrive at their proper organization celebrate clusions by scientific investigation. Giving such a stimulus to likewise Negro History Week.

Briefly told the celebration is the reconstruction of thought, not to be an effervescent over-then, the association has changed flow of meaningless noise. Com- the attitude of many persons to- munitates must be organized and ward the Negro and other races. stirred up through committees. The Negro himself, too, has been School authorities must have, their stimulated to righer endeavor by attention directed to the need for learning from his significant re- books; and pictures bearing on cord that he is not the most de- the Negro. These must be se- spised of men.

In 1922 the association was en- Records of local, state and nat- abled by a grant to undertake ional history must be discovered systematic research. Prior to that and preserved; valuable docu- time its investigation had been nents of the past and present purely voluntary. That year the must be collected. Finally, school Department of Research was es- authorities must be urged to tablished and a number of in- construct on these as a basis a vestigators were employed to un- curriculum to inculcate what the dertake definite tasks. These re- race has thought and felt and searches have resulted in the pub- attempted to accomplish. Speech- lication of twenty-seven mono- making may emphasize the im- graphs embracing almost every portance within the reach of the spect of Negro life and history. few at hand, but it must not be The Department of Research has relied upon as the only thing to recently undertaken the special do for celebrating Negro His- task of investigating the social tory Week. and economic conditions of the

Negro History Week Literature Negro since the Civil War, and for the Seventeenth Celebration t has given some attention to Ne- is now being distributed free of ro Folklore and African Anthro- charge by the Association for the cology.

Study of Negro Life and His- In 1926 the association began tory from 1538 Ninth street, N. the celebration of Negro history W., Washington, D. C. Thou- week. Th's was made an occa- sands of attractive posters in sion for public exercises inviting silver and neatly printed circu- special attention to the achieve- lars giving instruction as to what ments of the Negro. The thought to do and how to do it are now emerged from the mind of the founder. With the cooperation of

The Association for the Study ministers, teachers and profes- of Negro Life and History, Inc., sional and business men through- publishes two magazines, re- out the country, the celebration searches in Negro History, di- proved to be an unusual success. rects studies in clubs and schools, Negro History Week has helped promotes the home study of the to arouse the people to a keener Negro by mail, produces texts on appreciation of the contribution of the Negro to civilization. No- the Negro for schools and col- gro History Week has become leges, collects and preserves the "Negro History Year" in that schools are now taking up the valuable documents of Negro His- study of the Negro as a required tory, supplies libraries with spe- course. Men are now learning cial collections of rare books on to think of civilization as the her- the Negro, educates promising itage of the centuries to which all and enterprising young men for races have made some contri- service in historical research. bution.

Directing attention to the study of the Negro as a neglect- ed field, the association could soon report important results. It led men to see the unreason-

Kansas City Call
Kansas City, Mo.

Southern States Support Negro History Celebration

JAN 16 1942

Nothing launched by the association for the Study of Negro Life and History has met with a more favorable response from the public than the celebration of Negro History Week. From February 8 to 15 this year comes the seventeenth annual observance. The educational authorities faithfully cooperate in directing attention to this effort and in pointing out the beneficent results to be obtained from it.

The most effective cooperation is that of the state departments of education in the South where the masses of Negroes are found. For the general good these state departments of education urge this upon the school and the community as a duty and distribute the literature offered by the Association for the Study of Negro Life and History. The superintendents of independent districts in the large cities are likewise concerned.

JAN 16 1942
Some of these efforts to present the work to the people of both races are reassuring. "The Texas Outlook" directs attention to the celebration, the secretary of the Georgia Educational Association gladly offers to cooperate with the Association in the celebration of Negro History Week. The secretary of the Oklahoma Educational Association believes that the plan to study the lives of some of the great Negro leaders and bring them to the attention of both white and colored is a good one.

The head of the Department of Public Instruction in Illinois proclaimed the message to all schools in the state. The editor of the publications of the Illinois State Library believes that the librarians of that State should be especially interested.

The Assistant Superintendent of schools of Cincinnati says that in their program they have kept in mind the special needs of Negroes and they have Negro representatives on their various curriculum committees for the selection of textbooks. This same policy is followed in the District of Columbia; and, as in Cincinnati, numbers of books on the Negro are available for both white and Negro schools.

JAN 16 1942
The city of Chicago on the recommendation of Superintendent William H. Johnson is now revising its curriculum

with a number of Negro teachers on the curriculum committee in order to include a unit on the Negro and thus assure proper treatment of his element of the population along with all others. In the state of Maryland the same thought has claimed the attention of the State Department of Education and committees of teachers are now conferring at various points in the state to determine how much more attention should be given the Negro in the general curriculum and how it should be given. School authorities of Jacksonville, Florida have just agreed to work out a similar program for incorporating the study of the Negro into their curriculum.

The boards of education most active in the use of textbooks as the basis for instruction are: Baltimore, Annapolis, and Hagerstown in Maryland; most of the towns and cities in Delaware; Richmond and Bristol in Virginia; Welsh in West Virginia; Greensboro, Salisbury, Albermarle, Beaufort and Charlotte in North Carolina; Anderson, York, Columbia, and St. George in South Carolina; Atlanta in Georgia; Birmingham and Mobile in Alabama; Meridian in Mississippi; Crowley and New Orleans in Louisiana; Dallas in Texas; Tulsa, Ponca City and Langston in Oklahoma; Marlewood, St. Louis, Kansas City, and Paris in Missouri; Louisville, Lexington, Maysville, Paducah and Henderson in Kentucky.

The systems outside the South making extensive use of our books are: New York City; Philadelphia; Atlantic City, Bayville, Camden, Asbury Park, Ocean Grove, Sayresville, Trenton, Plainfield, Penns Grove and Burlington in New Jersey; Cincinnati and Dayton in Ohio; Chicago, East Saint Louis, Alton, Madison, Carbondale and Edwardsville in Illinois; Detroit, Grand Rapids and Sault Sainte Marie in Michigan; Topeka in Kansas; and Texarkana in Arkansas.

From these efforts an ideal program will hardly follow, but these undertakings show a promising beginning. The Negro may not be studied immediately as the race should be, but some thought is now being directed to this long neglected aspect, and we shall have the opportunity to learn in the future more and more of what the race has

thought and felt and attempted and accomplished.

In this way the celebration of Negro History Week becomes productive of actual results. Those schools and other agencies engaged in the study of the Negro and working for the promotion of such a study in places where it has not been undertaken will have actual achievements to celebrate. They will be in a position to felicitate themselves and to accept the felicitation of others who see and appreciate what they have done to prevent the Negro from becoming a negligible factor in the thought of the world.

The Association is of the opinion, too, that even in cases where the teaching of the life and history of the Negro is not undertaken with textbooks the well-informed instructor can hardly fail to incorporate such materials into the curriculum by the wise use of supplementary works. Although thorough instruction in this case is practically impossible because of the difficulties experienced by most teachers in departing from textbooks, every instructor, whether engaged in teaching history or some other subject, should point out the possibilities of students in their special fields by reviewing the achievements of persons of African descent. The facts that Africans were the first to use stringed instruments and that the outstanding achievement in this field in America is accredited to the Negro. The teacher of dramatics, occupying from year to year a more conspicuous position in the training of the youth, also has such opportunity for correlating with dramatics what the Negro has achieved in this sphere.

Even in teaching science and mathematics it will be an easy matter to mention the highly developed calculating mind of the African to whom belongs credit for important beginnings in these spheres. Mathematics all but had its origin in Ancient Africa. Science early developed there along with mathematics.

The Bushmen and Hottentots knew enough chemistry to make poisoned arrows, and the natives compounded antidotes for these concoctions. Thousands of years ago the natives in the heart of Africa had dis-

covered cures for snakebite and blood poisoning. The greatest contribution of Africa was to teach the world now to apply science in smelting and refining iron. The teachers of literature and art have no less opportunity than others for correlating with such work facts concerning the Negro.

Literature bearing upon Negro History Week may be obtained from the office of the Association for the Study of Negro Life and History at 1538 Ninth Street, N. W., Washington, D. C.

C. G. WOODSON

NEGRO HISTORY

59-1942

Chicago Defender
Chicago, Illinois

Librarians Protest Use Of Dialect In Primers

FEB 7 - 1942

By HAZEL L. GRIGGS

Negroes, as a group, no longer talk like Uncle Remus and should not be portrayed in books, especially works designed for the very young, in this manner, is the contention of six of the country's outstanding librarians and teachers, as revealed recently in a communication to Publishers' weekly, a trade journal read widely by librarians and book dealers.

The communication, written in answer to several letters published previously by the magazine, refuted statements made by several southern white librarians and book dealers who held that books about Negro children are not realistic unless they are written in dialect.

In their reply, the librarians declare that though books containing illiterate dialog and ridiculous pictures of the Negro often are intended merely to entertain, they do in effect injure and humiliate Negro youngsters and thus are harmful in result.

One white author of books about Negro children, filled with illiteracy and caricature, maintained that illiterate speech habits should be preserved on the grounds that they are "quaint and colorful."

Concluding that dialect is dated and unrealistic in creating pictures of modern Negro children, Mrs. Eva Knox Evans says: "Negro children want to see themselves in books as they really are, not in caricature."

The librarians approving her stand and protesting the opposite views were: Eliza Atkins Gleason, director, Atlanta university school of library service; Virginia Lacy Jones and Wallace Van Jackson, instructors at the school; Charlemae Rollins, children's librarian, Hall branch library, Chicago; Georgia Gowen Poole, Spelman college; N. P. Tillman, English department chairman, Atlanta university, and Hallie Beachem Brooks, librarian, Atlanta university.

Chicago Defender
Chicago, Illinois

17TH ANNUAL HISTORY WEEK BEGINS FEB. 8

JAN 31 1942

Association Will Broaden Program Of Study For Year 1942

The seventeenth annual observance of Negro History week will begin February 8 and continue through February 15 with what has been indicated as a more favorable response than ever before. It will, as usual, be sponsored by the Association for the Study of Negro Life and History, Inc.

The association has planned an expanded program for the year 1942. The aim is to awaken the entire nation to the study of the Negro along with all others who have contributed to the progress of the world.

Field agents will be sent out by the association, one to cover territory east of the Mississippi river and the other to operate in territory west of the Mississippi river with headquarters in Marshall, Texas.

Miss Hilda Grayson, one field agent, has for some time been working in the east area with very successful results. In many sections of the country, schools, individuals, libraries and organizations are making history week practical by distributing among both races, books by and about Negroes which have been carefully selected for merit and accuracy.

There is yet literature concerning Negro history week which is available at the Association for the Study of Negro Life and History at

NEGRO HISTORY WEEK

538 Ninth street, N.W., Washington,
D. C.

Tribune
Philadelphia, Pa.

Why Negro History Week Is Held In February

FEB 7 - 1942

By DR. CARTER G. WOODSON

"Why do you have Negro History Week celebration so near the time when the classes in the schools are changing from one semester to another?" inquired a principal of a school recently in addressing the Director of the Association for the Study of Negro Life and History.

"Why not celebrate Emancipation Day on the 10th of March when the schools are in session rather than on a holiday, the first of January, when Lincoln issued the Emancipation Proclamation in 1862?" was the reply in the form of another question.

Significant Month

Events determine these dates rather than the convenience of the public. We concentrate on February because it was a significant month in the history of the Negro. We concentrate especially upon the second week of February because the most important events of concern to the Negro took place at that time. Abraham Lincoln was born on the 12th of February, Douglass believed that he was born on the 14th, and George Washington was born, not much later, on the 22nd. All three were soldiers for freedom and believed that the Negroes should be liberated.

There took place during this same month, moreover, many other significant events of which we are not generally informed. Charles Lenox Remond, the greatest Negro anti-slavery orator prior to the rise of Frederick Douglass, was born on the first of February. Joseph C. Price, the educator and only orator ever to be considered as approaching equality with Douglass on the rostrum, was born on the 10th of the month. Senator B. K. Bruce was invited to preside over the United States Senate on the 15th of the month in 1879. Bishop Daniel A. Payne, one of the ablest of religious leaders and educators, was born on the 24th of the month in 1811. Hiram Revels, the first Negro to serve in the United States Senate, took the oath of office on the 25th of this month in 1870. The Dominican Republic was proclaimed as established on the 27th in 1844. On the 28th of this month in 1776 George Washington received Phillis Wheatley at his camp in Cambridge, Massachusetts.

White Friends Born In Feb.

In the same connection we should note that during February other

friends of the Negro played their part. James G. Birney, the Free Soil candidate for Presidency of the United States in 1840, was born February 4, 1792. Henry Wilson, the abolitionist, was born February 16, 1812. Angelina E. Grimke, South Carolina abolitionist, was born February 20, 1805. James Russell Lowell, a poet with a strong bent for freedom, was born February 22, 1819, and should be honored along with George Washington. Henry Wadsworth Longfellow, another liberal poet, was born February 27, 1807.

FEB 7 - 1942

Advertiser
Montgomery, Ala.

College Celebrates Negro History Week

State Teachers College is in the midst of the celebration of National Negro History Week. Starting with a program at the assembly hour Tuesday which was rendered by the members of the History class under the direction of Dr. A. Nyabongo, the activities of the week will reach a climax on Sunday afternoon when the 100-voice college choir Frederick Hall, conductor, renders a folk song pageant titled the "Birth of Song" beginning at 4:30 o'clock.

Heard on the program Tuesday were songs by American Negro composers and songs of African origin, and speeches by student majors in the arts and sciences outlining the contributions of the race to these fields. Other speakers on the program stressed the value of the study of Negro History and told of the beginnings of and development of the Association for the Study of Negro Life.

A museum of African Art is on display in room 103 of the Science Hall and is open to the general public every night beginning at 7:30 o'clock.

On Wednesday night, Feb. 11, another of the history classes will present two one-act plays, "Breeders" and "Insurrection" under the direction of Prof. J. G. Hardy. Admission to the plays is free and it is hoped that the general public will attend in large numbers. Both plays are historical, entertaining and informative.

The fantasy of negro spirituals to be presented Sunday is a work of Mr. Hall's and depicts the development of the negro spiritual from its African origin. Coming as it does at the close of the week's celebration, this program promises to be fitting climax of the several events outlined. There will be a total of seven scenes in a dignified treatment of the subject. No admission will be charged, but an offering will be taken to be used towards financing the purchase of vestments for the 100-voice choir.

**Globe and
Independent**
Nashville, Tenn.

NEGRO HISTORY WEEK GRIPS THE PEOPLE

By Carter G. Woodson

NOTHING LAUNCHED by the association for the Study of Negro Life and History has met with a more favorable response from the public than the celebration of Negro History Week. From February 8 to 15 comes the seventeenth annual observance. The educational authorities faithfully cooperate in directing attention to the effort, and in pointing out the beneficent results to be obtained from it.

The most effective cooperation is that of the State Department of Education in the South where the masses of Negroes are found. For the general good these State Departments of Education urge this upon the school and the community as a duty and distribute the literature offered by the association for the Study of Negro Life and History. The superintendents of independent districts in the large cities are likewise concerned.

SOME OF these efforts to present the work to the people of both races are reassuring. "The Texas Outlook" directs attention to the celebration, the secretary of the Georgia Educational Association gladly offers to cooperate with the association in the celebration of Negro History Week. The secretary of the Oklahoma Education Association believes that the plan to study the lives of some of the great Negro leaders and bring them to the attention of both white and colored is a good one.

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ATLANTA COOPERATES

The Boards of Education most active in the use of textbooks as the basis for instruction are: Baltimore, Annapolis, and Magers-town in Maryland; most of the towns and cities in Delaware; Richmond and Bristol in Virginia; Welsh in West Virginia; Greensboro, Salisbury, Albermarle, Beaufort and Charlotte in North Carolina; Anderson, York, Columbia, and St. George in South Carolina; Atlanta in Georgia; Birmingham and Mobile in Alabama; Meridian in Mississippi; Crowley and New Orleans in Louisiana; Dallas in Texas; Tulsa, Ponca City and Crowley and New Orleans in Louisiana; Dallas in Texas; Eulso, Ponca City and Langston in Oklahoma; Maplewood, St. Louis, Kansas City, and Paris in Missouri; Louisville, Lexington, Maysville, Paducah and Henderson in Kentucky.

The system outside the South making extensive use of our books are: New York City; Philadelphia, Atlantic City, Bayville, Camden, Ashbury Park, Ocean Grove, Sayreville, Trenton, Plainfield, Penns Grove and Burlington in New Jersey; Cincinnati and Dayton in Ohio; Chicago, East Saint Louis, Alton, Madison, Carbondale and Edwardsville in Illinois; Detroit, Grand Rapids and Sault Sainte Marie in Michigan; Topeka in Kansas; and Texarkana in Arkansas.

From these efforts an ideal program will hardly follow, but these

undertakings show a promising beginning. The Negro may not be studied immediately as the race should be, but some thought is now being directed to this long neglected aspect, and we shall have the opportunity to learn in the future more and more of what the race has thought and felt and attempted and accomplished.

PRODUCES RESULTS

In this way the celebration of Negro History Week becomes productive of actual results. Those schools and other agencies engaged in the study of the Negro and working for the promotion of such a study in places where it has not been undertaken will have actual achievements to celebrate. They will be in a position to felicitate themselves and to accept the felicitation of others who see and appreciate what they have done to prevent the Negro from becoming a negligible factor in the thought of the world.

The association is of the opinion, too, that even in cases where the teaching of the life and history of the Negro is not undertaken with textbooks the well-informed instructor can hardly fail to incorporate such materials into the curriculum by the wise use of supplementary work. Although thorough instruction in this case is practically impossible because of the difficulties experienced by most teachers in departing from textbooks, every instructor, whether engaged in teaching history or some other subject, should point out the possibilities of students in their special fields by reviewing the achievement of persons of African blood.

FIRST TO USE STRINGS

The teacher of music, the one in position to do some of the most inspirational work in the school, has the unusual opportunity to keep before the pupils the facts that Africans were the first to use stringed instruments and that the outstanding achievement in this field in America is accredited to the Negro. The teacher of dramatics, occupying from year to year a more conspicuous position in the training of the youth, also has such opportunity for correlating with dramatics what the Negro has achieved in this sphere.

Even in teaching science and mathematics it will be an easy matter to mention the highly developed calculating mind of the African to whom belongs credit for important beginnings in these spheres. Mathematics all but had

its origin in Ancient Africa. Science early developed there along with mathematics. The Bushmen and Hottentots knew enough chemistry to make poison arrows, and the natives compounded antidotes for these concoctions. Thousands of years ago the natives in the heart of Africa had discovered cures for snakebite and blood poisoning. The greatest contribution of Africa was to teach the world how to apply science in smelting and refining iron. The teachers of literature and art have no less opportunity than others for correlating with such work facts concerning the Negro. Literature bearing upon Negro History Week may be obtained from the office of the association for the Study of Negro life and History at 1538 Ninth Street, N. W., Washington, D. C.

—E. Tennessee News.

NEGRO HISTORY WEEK

(Contributed by Mrs. M. L. Cope-land, Jeanes Supervisor.)

Negro History Week is being observed by our schools during the week of February 8-15, 1942, the purpose of which is to stimulate interest and appreciation of the contribution of the Negro to civilization.

Dealing with little folks of the age when the seed of race consciousness, race pride and race interest and appreciation should be shown, there is much that we as teachers can do toward planting for the fruitful harvest in years to come. This week then, should be used as a period of motivation for year-round observance.

In celebrating Negro History Week, material that can be accepted as contributions to the national life and progress should be used. The materials should show significant contributions to the industrial, political, civic, cultural and business life of our nation as well as significant evidences of race improvement. This history should not be divorced from our national life; it should be part and parcel of the national program.

In history the Negro deserves a high place. No other race has achieved so much with such little help from without. No other element of our population has risen to such heights in spite of so many handicaps.

Briefly told, the early history of Africa is very much like that of any other continent. Just as we have learned that the Japanese, Chinese, Hindu, Assyrian and Babylonian empires developed in Asia, and just as we have surveyed the rise of Carthage, Greece and Rome, so we find their parallels in Kumbi, Mnading, Songhay and Mossi. Their history shows a social and political order which maintained the peace, provided for the public welfare and promoted human progress. The people were healthy, industrious, happy and long lived. Their kingdoms and empires endured as long as the most successful of ancient and modern times.

In larger organizations of kingdoms and empires in Africa we see a system of government resembling that of earlier organizations in Asia and Europe.

While we find in Africa only a few evidences of such architecture as developed at the center of civilization in Asia and Europe, we do discover remains of an advanced art on a high level. This art, the remains of which have been recent-

ly discovered and evaluated, is now supplying a new motif for such endeavors in European centers where art has reached a point of stagnation. The peculiar contribution of the Negro to art is his mastery of sculptural design by which he uses art to give tone to the thing designed and to derive tone from it.

This art, too, can be understood only by an appreciation of the Negro's sense of religion. The two are interwoven into the life of the race. The sense of religion in the Negro is considered a contribution, because the explanation being found in the deep feeling or unusual emotion of the Negro which expresses itself with spontaneity in music, dancing, drama, folk-lore, poetry and oratory.

We are wont to think of the Chinese as giving the world the mariners' compass, printing and gun powder; the Phoenicians as inventing the alphabet and spreading civilization, and many others who have made contributions. In the same way we may list similar achievements to the credit of Africans. Africa first developed trial by jury as a means of assuring justice to every man in keeping with the idea of loving justice and hating iniquity. Negroes in Africa first discovered iron and with it developed the industrial arts. Africans first learned to use stringed instruments to find a new means of expression for their deep emotion. They first domesticated the sheep, goat and cow.

In the passing of Africa into foreign hands, the natives bravely defended their soil; they made a creditable fight in the last stand for their native soil.

An African background of the Negro offers an explanation for many things observed today among the Negroes of America. The African, subjected to the strict control of chiefs, kings and emperors, had the tradition of being law-abiding. To this ideal the Negro has lived up consistently. With the exceptions of those charged with infractions of the law resulting from impoverishment and social repression, the Negro constitutes one of the most law-abiding elements of our population.

In other ways African traditions have survived in America. The Negro has retained only a few words of his native tongue like canoe, banjo, yam, goober, tobacco, but his productive imagination has preserved here a wealth of folk-lore. The African secret societies

accounts for the Negro's penchant for such in this country, and he has used them as nuclei for business enterprises to stimulate the economic progress of the race. The African religion, having much in common with that of the Hebrews, facilitated the Negro's acceptance of Christianity. The village community life in Africa, requiring the production of food and the enjoyment of harvest in common, accounts for the American Negro's generosity. He will give even when apparently he has nothing, for according to the civilization of his ancestors no member of the social order must suffer when others have plenty.

The Negro with his music has made an outstanding contribution to art in America. As a laborer in this country he has been a potent factor in its economic development. As a soldier he has made himself a great bulwark in defense of the flag. Frederick Douglas helped to enlarge the domain of liberty, Booker T. Washington taught the handicapped freedman how to become efficient, Paul Lawrence Dunbar portrayed the beauties of his lowly life, and Henry O. Tanner expressed on canvas the noble strivings of a great soul. With a brilliant record of men like these and many others to inspire us, we may approach with courage our task of helping to protect our American way of life.

Our schools are observing Negro History Week by studying contributions made by the Negro in every field of endeavor, by the frequent use of Negro music, literature, folk stories, art and by the use of various other projects. Programs are also being planned by some of the schools.

The public is invited to visit our Library on East Meadow street to see and read our collection of Negro newspapers, magazines, clippings and books written by or about the Negro. We would appreciate contributions of additional Negro books and pictures, old or new, or any other kind of books, magazines or clippings.

We also have on display an excellent clay model of Dr. George W. Carver, one of our country's outstanding scientists. This life-like model was made by the pupils of Clary Line school, Mrs. G. C. Byers, teacher, during a study of Dr. Carver's life.

59-1942

Chicago Bee
Chicago, Illinois

NEGRO HISTORY WEEK

GRIPS ENTIRE NATION

Nothing launched by the Association for the Study of Negro Life and History has met with a more favorable response from the public than the celebration of Negro History Week. From February 8 to 15 comes the seventeenth annual observance. The educational authorities faithfully cooperate in directing attention to this effort and in pointing out the beneficial results to be obtained from it.

The most effective cooperation is that of the State Departments of Education in the South where the masses of Negroes are found. For the general good these State Departments of Education urge this upon the school and the community as a duty and distribute the literature offered by the Association for the Study of Negro Life and History. The superintendents of Independent districts in the large cities are likewise concerned.

Some of these efforts to present the work to the people of both races are reassuring. "The Texas Outlook" directs attention to the celebration, the secretary of the Georgia Educational Association gladly offers to cooperate with the Association in the celebration of Negro History Week. The secretary of the Oklahoma Education Association believes that the plan to study the lives of some of the great Negro leaders and bring them to the attention of both white and colored is a good one. The head of the Department of Public Instruction in Illinois proclaims the message to all schools in the state. The editor of the publications of the Illinois State Library believes that the librarians of that State should be especially interested.

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Opelika, Ala. News
February 23, 1942

NEGRO HISTORY WEEK

The final program of the Negro History Week celebration was held Friday afternoon. Many interesting and inspirational presentations were presented. The schools' chorus rendered many beautiful Negro Spiritual selections. "Ride on King Jesus" with William Walton as soloist, was among the selections presented. "My Desire," sung by Willie Ruth Giddens, and "When I've Done the Best I Can" sung by Alsine Summers, held the audience spell bound, for they were beautifully sung.

Willie Ruth is a member of the Senior class and has served as leading lyric soprano soloist in the chorus for four years. Alsine is a member of the Second Year class and has been a member of the chorus for two years. Friday's presentation was her first solo appearance.

The Senior class members gave very helpful and inspirational information on the Negro and his accomplishments. Each rendition drew commendable comments from all who attended.

Telegraph
Macon, Georgia
Negro in History 1942

Editor, The Telegraph:
The history books used in the public schools in the South—and

they are all compiled by white historians—seem to conveniently omit all heroic and patriotic deeds accomplished by the American Negro. Uncle Sam has had a war pitched in his lap, and the American Negro is being called upon to do his share of beating the enemy. And I hope that the historians will not "forget to remember" the heroic deeds of the Negro soldiers. He hasn't failed to be outstanding in all past wars, and he will measure up to all past performances in this war.

The white historians of the past forgot to include in their history books the fact that Crispus Attucks, a Negro, was the first person to shed blood for American freedom on Boston Commons at the outbreak of the Revolutionary War. And there seems to be a lapse of memory on the part of historians when it came to mentioning the heroic deeds of the Negro seamen with Andrew Jackson down around New Orleans in The War of 1812.

Neither did those well informed historians remember that during the Civil War the Negro slaves unfalteringly cared for the families of their masters while those masters went forth to fight in their effort to keep those same Negroes in bondage.

And history—the white man's history doesn't seem to remember that back in 1898 Col. Theodore Roosevelt and his Rough Riders were caught in a tough spot at the Battle of San Juan Hill and were about to be "rubbed out" by the Spaniards. It was the famous 10th Cavalry, a Negro outfit, that came to the rescue of Col. Roosevelt and not only saved him and his Rough Riders, but took San Juan Hill from the Spaniards as a side issue.

There are a few Negroes who are foolish enough to complain because colored soldiers are in separate fighting units from those of other soldiers. In other words the United States government has divided its fighters into two groups. One group is composed of Negroes and the other group is composed of American white men, Germans, Italians, Japs, and men of all other nationalities.

The Negroes consider themselves better fighters on the battle fronts than any of them; therefore the Colored fighters had rather not have any of them around to impede their progress when the honest-to-goodness

shooting starts. A vast majority of the thirteen million American Negroes are glad that they are separated as soldiers, so that they can go forward in battle without being hindered by those who are yet to learn a lot about fighting wars.

Now, since we are separated from other groups, why not record our victories separately and our defeats separately? However it happens that Negro units have not suffered a defeat since somebody threw a lot of tea in the ocean up around Boston back in 1776. There was a lot of fighting in the Argonne Forest back in 1918 with all kinds of soldiers participating. But when the battle was over, the flag of the 372d Infantry [colored] was being decorated for its clock-like precision in exterminating Germans in the Argonne. History didn't catch that little act of bravery of an entire regiment. It happens that a leading Negro minister of Macon was a member of the 372nd Infantry and was in the Argonne doing his bit. I refer to Rev. D. L. T. Robinson of Steward Chapel AME church.

But I started out to tell you of a little bit of Macon history that the Macon Telegraph failed to get—no fault of the Telegraph, however. The Telegraph of February 24th carried a story of Macon's first casualty in the present war. It stated that Robert Wright, a torpedoman, died at sea on Feb. 18th, and that he was the first Macon casualty. Now, I take great pleasure in correcting that statement. The first Macon casualty was a Negro mess attendant by the name of George Vining. He died with many other Americans when the Japs stuck that knife in our back at Pearl Harbor on December 7th. Janie Vining Fullmore, 223 Pursley street, Pleasant Hill, the mother of George Vining, had received word of her son's death from the Navy department on December 15th. It was a coincidence, however that while the relatives of Torpedoman Wright were receiving word of his death from the Navy department, Vining's mother was receiving, on the same day through the mail, the official death certificate of her son. That's one for Macon's history book.

Remember Pearl Harbor — and history.

FRANK J. HUTCHINGS
Macon.